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GUIDANCE COUNSELORS:

Do your Seniors know about the Military Plan that lets them plan their future?

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Office of the Chief of Reserve and ROTC Affairs
Department of the Army
Washington 25, D. C.

Please send me the guidance booklet "The Reserve Story." I understand I may obtain additional copies by writing to the above address or contacting my local Army Reserve representatives.



TM-57-1

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INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XLIII, NO. 5



THE COVER

As the snows of winter envelop the countryside and we start a new year let us grasp more deeply the words of Longfellow, "Look not mournfully to the past—it comes not back again; wisely improve the present—it is thine; go forth to meet the shadowy future without fear, and with a manly heart."—Photo: Massie, Mo. Resources Div.

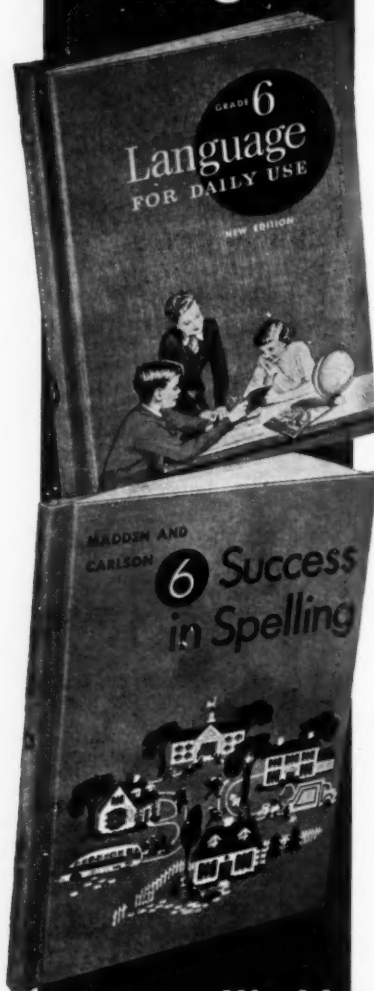
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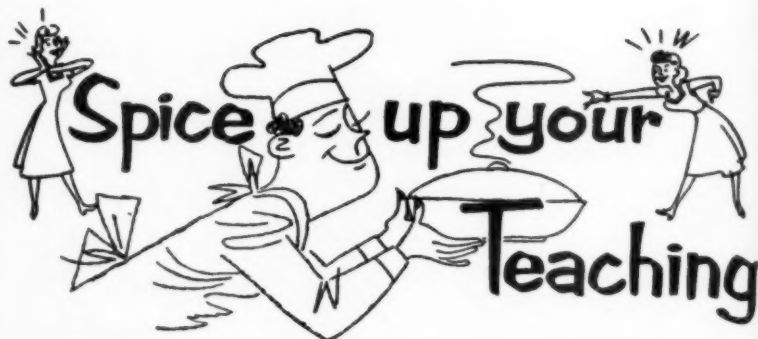
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"Classroom Enrichment Through Pupil Specialties" details an experiment with 350 children in grades four, five and six in a New England community. The variety of specialties chosen, the method of their development and the growth of the children is reported.

The booklet has 31 pages, costs \$1.00 and may be obtained from Boston University School of Education, 332 Bay State Road, Boston 15, Mass.

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The correct answer is not in the film but in the 36-page Instructor's Guide distributed with the film. "What's Your Driver Eye-Q" may be obtained on a free-loan basis from the public education department of Aetna Life affiliated Companies, Hartford, Conn., or through the company's local representatives. Prints of the film may also be purchased.

SIX FREE AVIATION FILMS OFFERED

Six films for aviation education are now available for free showing from the Missouri Division of Resources and Development.

They are: "The Air Age," showing today's use of aircraft; "Airport America," depicting use of airports; "Flying Business-man," about the use of aircraft in business; and "Agricultural Aviation," on the development of aviation farming; "The Flight Decision," a safety film that won the 1956 top award from the National Safety Congress; and "Wings Over Your Town," depicting the operation of a service airlines.

Write the Missouri Division of Resources and Development, Jefferson City, Mo.

COUNCIL OF EUROPE

The Council of Europe's Consultative Assembly debates have done much to spread the idea of a united Europe and building a common approach to member nation's problems.

To help understanding of the Council, "Organizing a Model Assembly of the Council of Europe" tells how to set up model conference schedules for highschools and colleges. The model assembly idea as an educational aid was tested successfully in 1955 at a Toledo, Ohio, highschool conference.

The 36-page memorandum tells how to organize the model, gives background information on the Council of Europe and suggests rules of procedure. It may be obtained free from the research consultant, American Committee on United Europe, 270 Park Avenue, New York 17, N. Y.

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Covers the make up of design including lines, shapes, mass tone, texture and color. Every procedure is covered step-by-step from selecting the rough stock to finishing the project. All varieties of hand tools and simple machine work are explained and illustrated with 508 excellent diagrams and photographs. Feirer\$3.12

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This book is written for those who are interested in making high-quality furniture and who have access to power tools. Describes how to use power tools to produce professional appearing work in a short time. Covers such important information as selecting, designing, and planning; steps in furniture construction; problems in furniture making; woodfinishing; wood-working machines and projects. Over 430 photographs and drawings. Feirer\$3.96

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74. **The Reserve Story** a booklet designed for guidance counsellors providing information on the Army Reserve's special plan for young men 17 and 18½ years of age. (U. S. Army Reserve).

75. **You and the New Army Reserve** a booklet designed for counsellors providing some facts about the Reserve Forces Act of 1955. (U. S. Army Reserve).

3. **Facts about writing short paragraphs for profit.** (Benson Barrett).

7. **Leathercraft catalog** a 64-page catalog of materials and equipment used in the making of purses, bill-folds, and other "You-Do-It" kits for personal and household products. (Tandy Leather Company).

8. **Fund Raising Plan for Schools and Organizations** include samples on approval of greeting card box assortments, folder and complete details of money-making plan for schools and organizations. (Sunshine Art Studios).

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38. **Full-color brochure** showing new Classmate line of modern classroom furniture, in Diploma Blue and Classday Coral. (American Seating Company).

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This month highschool principals will again be mailed scholarship application blanks from the Caroline B. Ullmann Student Loan and Scholarship Fund.

The fund, established in 1923 in honor of Mrs. William B. Ullmann, then president of the Missouri Congress of Parents and Teachers, offers a maximum \$200 loan or \$300 per year teacher education scholarship to worthy students.

Teachers are requested to aid in disseminating information about the scholarships to students. Applications must be in the hands of the chairman of trustees, Mrs. R. R. Boswell, 7604 Terrace, Kansas City 13, Mo., by March 1.

New Books

The Yellow House Mystery by Gertrude Chandler Warner, a sequel to *The Boxcar Children and Surprise Island*. Scott, Foresman and Co., Chicago, 1956. 191 pages. Price, \$2.00.

Taking a Test: How to Do Your Best, by Herschel T. Manuel, World Book Co., Yonkers-on-Hudson, New York, 1956. 78 pages. Price, \$0.96.

Portugee Phillips and the Fighting Sioux, by A. M. Anderson, the American Adventure Series, Wheeler Publishing Co., Chicago, 1956. 171 pages.

Modern Farming, second edition, by Roy W. Roberts, C. L. Angerer, J. L. Moses and R. W. Gregory, J. B. Lippincott Co., Chicago, 1956. 600 pages.

The Teacher's Treasure Chest, edited by Leo Deuel, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1956. 372 pages. Price, \$4.95.

A Reminiscent History of The Ozark Region, reprint, Ramfre Press, Cape Girardeau, Mo., 1956. 787 pages. Price, \$10.00.

Planning My Future, second edition, grades 11 and 12, National Forum Foundation, 407 S. Dearborn St., Chicago 5, Ill., 1956. 368 pages. Price, \$2.46.

Maioni, The Cheyenne Girl, by Zoe A. Tilgham, grade level 4-6, Harlow Publishing Co., Oklahoma City, 1956. 163 pages. Price, \$2.16.

The Missouri Citizen, by Dr. Robert F. Karsch, State Publishing Co., Inc., 7283 Natural Bridge Road, St. Louis 21. 395 pages.

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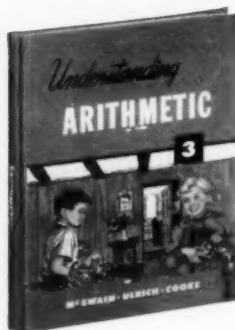
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| Bollinger | Webster E. Wells |
| Boone | C. D. Thorp |
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| Clark | A. W. Brightwell |
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| Clinton | Mrs. W. Leslie Myers |
| Cole | J. M. Wilson |
| Cooper | Chas. A. Repp |
| Crawford | Sam Bayless |
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| Dallas | Mrs. May Pitts Gann |
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Others lack only one or two and will be in the 100% column before long.

SCHOOL AND COMMUNITY

College Enrollment to Double by 1970

MISSOURI College enrollments will probably double by 1970, showing an increase from 48,000 full time students in the 1955-1956 school year to 95,000 in 1970-1971. This is the estimate reported by a research committee of the Higher Education Division of the Missouri State Teachers Association.

Since 1930 the proportion of college age youth attending colleges and universities has increased in a striking manner. In 1930 only 7 persons were enrolled in colleges and universities for every 100 persons 18 to 24 years of age. In 1955 over 18 persons were enrolled for every 100 persons 18 to 24 years of age. If this upward trend continues at the same rate for the next 15 years, almost 33 persons will be enrolled for every 100 persons 18 to 24 years old.

The rapid increase in the enrollment ratio coupled with the increase in the number of college age youth means that Missouri higher institutions will be faced with the task of providing for an even greater number of students than flooded the colleges and universities in 1947-1948, when almost 54,000 full time students literally overran the campuses. The research committee estimates a full time enrollment of 95,000 in 1970-1971, but cautions that enrollments could climb to almost 120,000.

In 1955 there were approximately 377,000 college age youth in Missouri. It is estimated that in 1970 there will be approximately 523,600 college age youth in Missouri, an increase roughly of 40%. For the United States as a whole the increase will be almost 64%, from 15 million in 1955 to 24.7 million in 1970. Missouri's college age population will grow less ra-

pidly than that for the country as a whole, but it will still bring heavy responsibilities to the Missouri colleges and universities.

On the planning side, the committee asked the Missouri colleges and universities to indicate how many students they planned to serve or how many they estimated they would be asked to serve by 1970. The total number supplied by the institutions was 86,500, over 8,000 short of the number which the research committee believes the institutions will be called upon to serve.

The report of the research was made by Dr. Allan O. Pfnister, University of Chicago, Director of the study. Dr. Pfnister is working closely with an Advisory Committee of the Higher Education Division of the M.S.T.A., consisting of: Dr. Oliver Anderhalter of St. Louis University, Dr. Paul Campisi of Washington University and Dr. Robert McNamara of the University of Missouri at Columbia.

The released report is concerned with the first phase of a three-phase study of higher education in Missouri. The first phase is a demographic study, the purpose of which is to predict the size and composition of Missouri's college population for the years 1960-1970. The second phase involves the collection of information concerning the developmental aspirations of already existing institutions in the state, and the third phase contemplates the working out of a state-wide approach to the expected demands for higher education in Missouri during the next 15 years.

The research committee has made three sets of projections of enrollments for Missouri higher in-

stitutions, a "low," a "high," and a "moderate." The committee is of the opinion that the "moderate" projection is the most realistic.

If the ratio between college enrollees and college age youth remains like that for 1955, it is estimated that the regular session full-time student enrollment (graduate and undergraduate) may increase approximately 40% during the next 15 years, from approximately 48,000 to approximately 67,000. This is the "low" projection.

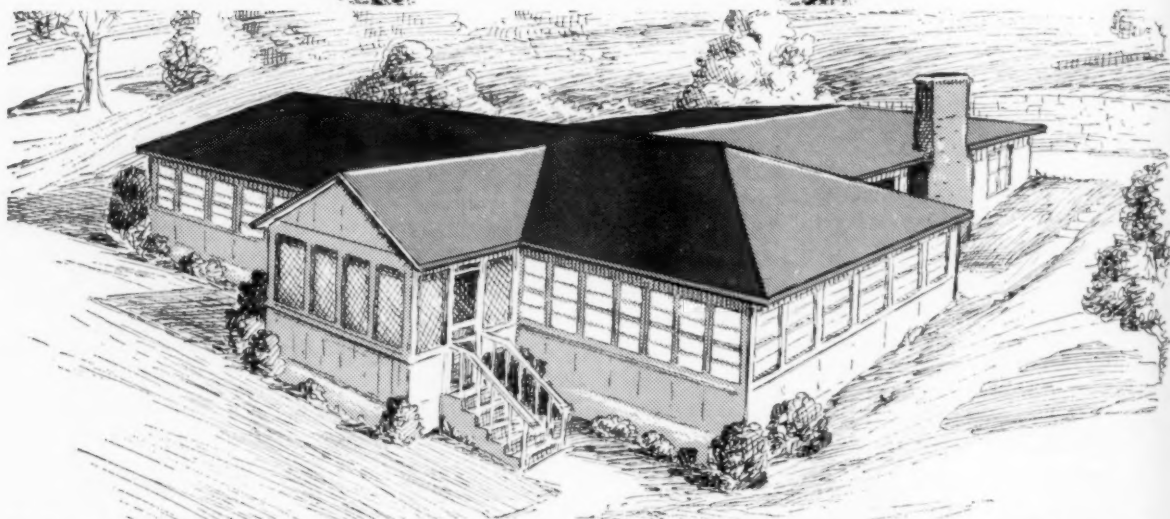
If the ratio between college enrollees and college age youth increases at an average annual rate like that from 1930 to 1955, it is estimated that the regular session full-time student enrollment (graduate and undergraduate) may increase as much as 146% during the next 15 years, from approximately 48,000 to approximately 119,000. This is the "high" projection.

If the ratio between college enrollees and college age youth continues to increase at an average annual rate like that from 1930 to 1955 until 1960 and then begins to level off to 1970, it is estimated that the regular session full-time student enrollment (graduate and undergraduate) may increase approximately 97% during the next 15 years, from approximately 48,000 to approximately 95,000.

In the fall of 1955 approximately 53% of the students enrolled in collegiate institutions in Missouri were enrolled in the five universities. Approximately 21% of the students were enrolled in the six public colleges. Approximately 13% were enrolled in fifteen separately organized liberal arts colleges, and another 13% were enrolled in fifteen junior colleges.

RESORT PROGRESS

New \$15,000 Dining Hall Being Constructed Kansas City Teachers Convert Old One Into Lodge



An artist's sketch of the new Bunker Hill Resort dining hall proposed by the Educational and Recreational Center Committee for erection during MST's Centennial year. Facing the river, the centrally located "T" shaped building would accommodate about 150 people in the 26' x 62' dining space.

A LONG NEEDED facility at Bunker Hill is fast becoming a reality. Construction of the new dining hall is under way. Footings were poured early in the fall making it possible to get the structure under roof quickly. This will make for rapid progress throughout the winter and early completion in the spring.

The building will seat 150 persons and will be equipped with modern cooking, refrigeration, deep freeze and dishwashing equipment. A structure of this kind with equipment will cost approximately \$15,000.

As shown in the artist's sketch, the building is one-story, centrally located, nestled in the landscape and facing the river. It is "T" shaped with the dining room 26' x 62'. A large screened in porch shelters the entrance. The kitchen

is in the rear with modern equipment arranged for efficiency.

Kansas City Converts Old Dining Hall

Simultaneously with the construction of the new dining hall, the old one is being converted into a Lodge by the Kansas City teachers at a cost of about \$2,000.

With the addition of a large fireplace and old hickory furniture for the lounge, rocking chairs for the porch overlooking the Jack's Fork River and comfortable bunks for the five bedrooms, this building will be very attractive. Completion of this project is planned by the opening of the Resort next spring and will bring the total number of beds ready for occupancy to 106.

Listed below are a number of items necessary to properly equip these two buildings. It occurred

to us that your Community Association or Faculty might want to make a contribution to one of these projects. If so, kindly mail your contribution to the Missouri State Teachers Association.

1. Eleven Formica top, folding dining tables @\$70 \$770.00
2. Sixty-five metal folding chairs @\$5.00 325.00
3. Eight light fixtures @\$10.00 80.00
4. Two stainless steel kitchen tables @\$150.00 300.00
5. Stainless steel kitchen counters 500.00
6. Two stainless steel triple kitchen sinks 500.00
7. One kitchen, 30 gal., hot water heater 110.00
8. Six Old Hickory rockers @\$30.50 183.00
9. Eight Old Hickory chairs @\$23.25 186.00



A committee of Kansas City teachers with the assistance of Dr. H. H. London, chairman of the Bunker Hill Committee, plan the conversion of the old Dining Hall into a Lodge. Standing, L. to R.: Margaret McQuinn, Amy Shane, and Robert Forbes. Seated, L. to R.: Lois Tripp, Marjorie Detlor, Dr. H. H. London, and Dorothea M. Buthe.



A large group of Kansas City teachers enjoying Bunker Hill.

- | | |
|-----------------------------|--------|
| 10. Two Old Hickory settees | |
| @ \$36.00 | 72.00 |
| 11. Four Old Hickory arm | |
| chairs @ \$36.00 | 144.00 |
| 12. Ten double deck bunk | |
| beds @ \$27.00 | 270.00 |

Contributions

Contributions received since the March 1956 issue of *School and Community* are gratefully acknowledged as follows:

The Sikeston Community Teachers Assn. contributed a dishwasher for the new dining hall.

Mr. David F. Eads and the Hilliard Chemical Co., St. Joseph, have given a twelve inch floor polishing machine for floor maintenance.

State Dept. of Education CTA, \$38.00; NE Mo. State Tea. College

CTA, \$10.00; Kansas City Dist. Tea. Assn., \$2,000.00; Desloge CTA, \$10.50; Poplar Bluff CTA, \$25.00; Harrison Co. CTA, \$20.00; Ferguson-Florissant CTA, \$150.00; Belton CTA, \$10.00.

St. Joseph Dist. Assn., \$250.00; Maryville CTA, \$18.00; Christian Co. CTA, \$25.00; Moberly CTA, \$35.20; Columbia CTA, \$25.00; Shelby Co. CTA, \$25.00; Rolla CTA, \$40.00; Worth Co. CTA, \$25.00; St. Joseph Classroom CTA, \$21.33; Ladue CTA, \$50.00; Howard Co. CTA, \$25.00; Kansas City Council of Adm. Women in Educ., \$25.00.

Cooper Co. CTA, \$75.00; Cedar Co. CTA, \$25.00; Springfield CTA, \$100.00; Parkway Suburban CTA, \$25.00; Clinton CTA, \$45.76;

Boone Co. CTA, \$10.00; Louisiana CTA, \$15.00; Cinton Co. CTA, \$50.00; Oregon Co. CTA, \$100.00; Center CTA, \$50.00; Hickory Co. CTA, \$20.00; Webster Groves CTA, \$27.00; Excelsior Springs CTA, \$55.00; Montgomery Co. CTA, \$25.00; Saline Co. CTA, \$50.00; Brentwood CTA, \$20.00; St. Charles Co. CTA, \$25.00; Adair Co. CTA, \$10.00; Novinger CTA, \$15.00; Independence CTA, \$59.30; Kirksville CTA, \$22.11; Polk Co. CTA, \$100.00.

Riverview Gardens CTA, \$100.00; Cape Girardeau CTA, \$65.00; Wayne Co. CTA, \$25.00; North Kansas City CTA, \$25.00; Pattonville CTA, \$25.00; Monett CTA, \$25.00; Bayless CTA, \$25.00; Joplin CTA, \$30.00; Mountain Grove CTA, \$25.00; Buchanan Co. CTA, \$15.00; St. Joseph R-6 CTA, \$50.00; Sikeston CTA, \$25.00; Maplewood-Richmond Heights CTA, \$25.00.

Raytown CTA, \$75.00; Ironton CTA, \$10.00; Mexico CTA, \$50.00; Parkville CTA, \$25.00; Lee's Summit CTA, \$53.31; Lincoln Co. CTA, \$25.00; Hazelwood CTA, \$25.00; Clayton CTA, \$25.00; University City CTA, \$25.00.

Sedalia CTA, \$64.80; NW Mo. State College CTA, \$5.00; John Ruff, \$10.00; Ripley Co. CTA, \$25.00; Gasconade Co. CTA, \$50.00; Warren Co. CTA, \$25.00; Helen Bennett, \$5.00; Mary E. Glascock, \$25.00; NW Mo. Dist. Assn., \$75.00; Holt Co. CTA, \$20.00; St. Louis Suburban Teachers Assn., \$500.00.

Send your contribution for the Improvement of Bunker Hill Ranch Resort to:

Missouri State Teachers Assn.
407 South Sixth
Columbia, Missouri

\$.....

Signed

Address

Questions and Answers on Proposed Changes in the Public School Retirement System of Missouri

THESE proposed changes in the retirement law are being actively supported in the General Assembly by the Missouri State Teachers Association in accordance with the action of the Assembly of Delegates in Kansas City on November 7, 1956.

Approval of these changes would give Missouri the best retirement system in the nation in terms of benefits received and contributions paid.

Your representative and senator in the General Assembly should know of your interest in these improvements at the earliest possible moment.

1. *Q. What are the purposes of the proposed changes?*

A. To attract to and retain in Missouri public schools the most able teachers for our boys and girls and to provide a better retirement for those who have devoted a lifetime to useful public service.

2. *Q. How is it proposed that this be accomplished?*

A. By authorizing the payment of larger retirement allowances, disability benefits and survivor benefits.

Retirement Benefits

3. *Q. What formula is proposed for calculating service retirement allowances?*

A. (1) Seventy cents plus one and nine-tenths per cent of final average salary for each year of membership service; (2) Six-tenths of the amount payable for a year of membership service for each year of prior service not exceeding thirty years.

4. *Q. What is prior service?*

A. Service prior to July 1, 1946 (present law).

5. *Q. What is membership service?*

A. Service after July 1, 1946 (present law).

6. *Q. How many years of service*

may be used in calculating a retirement allowance?

A. No limit on the total years of creditable service.

7. *Q. Is there a limit on the amount of prior service credit?*

A. No change is proposed in the present law which permits up to thirty years of prior service.

8. *Q. Has the value of prior service credit been increased?*

A. Yes, first by making a year of prior service equal to six-tenths of a year of membership service in place of five-tenths, an increase of 20 per cent. Prior service is increased further by increasing the worth of a year of membership service upon which the value of prior service is based at least 50 per cent.

9. *Q. How is final average salary calculated?*

A. By adding the total earnings not in excess of \$8400 for any year for the best ten consecutive years of creditable service and dividing by 120 or by the number of months of creditable service if less than ten years.

10. *Q. Must the best ten years of consecutive service be ten consecutive school years?*

A. No—must be ten consecutive years of service, but not consecutive school or calendar years (present law).

11. *Q. If a part of the salaries used in calculating final average salary were earned before the proposed changes would become effective, would the total salary rate be used or would it be limited to \$4800?*

A. The total salary rate would be used, but the rate could not be in excess of \$8400 for any one year.

12. *Q. Will two members with identical years of creditable service but with different final average salaries receive the same per cent of*

salary in the form of retirement income?

A. No. The retiring teacher with the lower final average salary will receive a greater per cent of salary in the form of retirement income.

13. *Q. What would be the monthly retirement allowance of a member who commences to teach at age twenty-five, teaches continuously to retirement, has a final average salary of \$340, and retires at age sixty-five on the following dates:*

| | |
|------------------|--------------------|
| (1) July 1, 1958 | A. \$206.21 |
| (2) July 1, 1963 | \$220.53 |
| (3) July 1, 1970 | \$240.58 |
| (4) July 1, 1980 | \$269.22 |

14. *Q. At what age may a member with thirty years of creditable service commence to receive a service retirement allowance?*

A. Immediately following termination of employment and at any age.

15. *Q. Will a member retiring with thirty years of creditable service at age fifty-five receive the same benefit which he would receive if age sixty-five?*

A. As at present, the allowance of a member retiring prior to age sixty-five would be based on creditable service, final average salary, and age at retirement.

16. *Q. Will the proposed change permit a member with twenty years of creditable service to stop teaching and be eligible for a benefit when he attains retirement age?*

A. Yes, if the contributions of the member are not withdrawn.

17. *Q. If a member with twenty years of service stops teaching for eight or ten years and later returns to teaching, will there be any penalty for the absence from teaching?*

A. No. The member will gain additional credit for the additional services and his allowance at retirement will be based on his total services and final average salary.

Disability Benefits

18. *Q. Who may be eligible for a disability retirement benefit?*

A. A member who has eight or more years of teaching service in Missouri, and who is disabled while serving as a teacher or as a result of an injury or sickness commenced while serving as a teacher.

19. *Q. How are disability benefits calculated?*

A. The formula for calculating service retirement allowances is used and the benefit which would be payable if the member were age sixty-five at the time of disability is reduced ten per cent. If the amount produced by using the formula is less than forty-five per cent of the annual salary rate for the last full year in which the member contributed to the system, the minimum guarantee of forty-five per cent of salary is paid.

20. *Q. Is there an age requirement for eligibility for disability benefits?*

A. No (present law).

21. *Q. What would be the minimum amount of the monthly benefit of a teacher who had served eight years or more and received an annual salary of \$4000 for the last year of service prior to disability?*

A. \$150 per month, payable to the disabled member for the remainder of his life. (Determined as the minimum guarantee of forty-five per cent of salary).

22. *Q. What would be the monthly allowance payable to a disabled member who has thirty years of membership service, and whose salary rate preceding disability is \$4000?*

A. \$189.89. (Determined by using the formula).

Survivors' Benefits

23. *Q. How many years of service must a member have before his primary beneficiary may be eligible to elect a monthly survivor's benefit in case of death of the member?*

A. Two years of service in Missouri.

24. *Q. What beneficiaries may elect a monthly survivor's benefit*

in lieu of the accumulated contributions of a deceased member?

A. (1) A surviving dependent spouse, (2) a surviving widow with dependent child, (3) a surviving dependent child or children, or, (4) surviving dependent parents. (Present law.)

25. *Q. At what age may a surviving widow of a deceased member commence to receive a survivor's benefit?*

A. Age sixty.

26. *Q. Is there an age requirement for eligibility for a survivor's benefit for a surviving widow with dependent children of a deceased member?*

A. No. (Present law.)

27. *Q. What monthly benefits will be paid in the form of survivors' benefits?*

A. (1) A surviving dependent spouse—\$125. (2) A surviving widow with dependent child—\$150 per month plus \$75 per month for each dependent unmarried child under eighteen years of age. The total payment in such an instance cannot exceed \$300. (3) When there is not a surviving spouse or surviving widow with dependent children, a surviving dependent unmarried child of the deceased member under age eighteen will be entitled to receive \$125 per month. The total of all payments to all dependent unmarried children of a deceased member cannot exceed \$300. (4) Surviving dependent parents—\$125 each.

28. *Q. What benefits will be paid at death of a member with no surviving dependents?*

A. The designated beneficiary will receive the total accumulated contributions and interest of the deceased member (present law).

Contributions

29. *Q. What change is proposed with respect to the contribution rate?*

A. The Board of Trustees would be authorized to set the contribution rate not to exceed six per cent whereas the maximum under the present law is five per cent.

30. *Q. Will contributions be collected on full salary rates?*

A. The maximum salary rate for contribution purposes will be \$8400.

31. *Q. Why is the maximum salary rate for contribution purposes to be increased?*

A. Teachers' salaries have increased and are increasing. This figure is increased so that members will pay on the increased salaries as they become effective in order to secure the advantages of the increased final average salary which will result. It has been necessary to increase this figure several times since the system began—the maximum was \$1800 in 1946, \$3000 in 1950, and \$4800 in 1953.

Investments

32. *Q. What change in investment authorization is proposed?*

A. That the system would invest its funds under the laws applicable to the investment of reserves of life insurance companies.

33. *Q. Why is the proposed change in investment authorization desirable?*

A. To secure a greater yield to make possible lower member and school board contribution rate and higher benefits without sacrificing safety of the invested principal.

Period for Claiming Credit

34. *Q. Will the increase from one year to five years for the period in which the member may claim credit for services out of Missouri, for military service, and for reinstatement because of withdrawal or termination be a costly change?*

A. No. This change is recommended only to protect those members who may fail to make the election during the one year as provided by the present law.

35. *Q. Will the provisions of the present law remain the same with the exception of those altered by these proposed changes?*

A. Yes. All other provisions of the law will remain in the present form.

Enactment of these greatly improved benefits depends upon each member interpreting them to his representative and senator. Suggest to your legislator that he assist in every way to insure their approval.

WHAT TEACHERS THINK ABOUT MISSOURI'S AUDIO-VISUAL MATERIALS FACILITIES

HAVE you paused to consider how teachers can raise the scholastic achievement of their students? Perhaps you have started a unit in social studies and you are experiencing difficulty in getting the subject matter over. You can feel the lack of class comprehension from your just telling what you are trying to get across. Words that have one meaning to you appear to have all shades of meaning to your students. If you have had this experience, you are not different from other Missouri teachers.

With the great spread of pupil ability to provide for, our schools must maintain an appropriate balance to insure wholesome, all-around development of the useful talents of all children including the retarded, average and gifted.

What tools then, you ask, are we to use in equipping these boys and girls of varied ability to take their place in the complex world. With school time becoming less because of crowded schedules, expanded subject matter content, and in many cases greater teacher loads teachers are forced to select the most efficient tools with which to convey knowledge in the shortest possible time. Research and experience have shown audio-visual materials, properly used, can be a valuable tool in meeting this situation.

What Missouri Teachers Think

But are Missouri's facilities adequate, you ask. What are other Missouri teachers thinking about

the use of these materials? How do Missouri's facilities compare to those of other states?

In attempt to answer these and other questions a survey of the opinions of 100 secondary and 100 elementary teachers was made. The National Education Association survey covering the period of 1953-54 was used to compare the thinking of Missouri teachers with that of the national trend. The results on several points are given in accompanying table.

That audio-visual materials are vital teaching tools in Missouri schools is indicated by the fact that 90 per cent of the elementary teachers and 88 per cent of the secondary teachers cooperating in the survey indicate use of projected materials in their class work. The median for educational films used by elementary teachers was 18 films and 23 filmstrips per teacher as compared to a median of 12 films and 13 filmstrips per secondary teacher.

TEACHER REACTION ON SEVENTEEN POINTS OF AUDIO-VISUAL FACILITIES AND USAGE

| | Secondary Teachers (percent) | | Elementary Teachers (percent) | |
|--|------------------------------|----|-------------------------------|----|
| | Yes | No | Yes | No |
| Do you consider our present A-V program adequate? | 15 | 70 | 18 | 75 |
| Do you find A-V material distribution services and supply of the state university and colleges adequate? | 25 | 60 | 39 | 53 |
| Are you able to secure audio-visual materials when needed? | 37 | 54 | 32 | 68 |
| Do you have opportunity to preview films before selection and use? | 50 | 44 | 14 | 70 |
| Would you favor a more definite state program provided for by state legislation? | 70 | 22 | 82 | 11 |
| Would you consider a centralized organization with the state department supervising and handling the distribution of A-V materials adequate? | 45 | | 32 | |
| Or would you consider a decentralized program with county or regional libraries more adequate? | 30 | | 54 | |
| Do you think the state department should require college training in A-V education for teacher certification? | 60 | 35 | 96 | 3 |
| Do you integrate your film and filmstrips with units of class work? | 97 | 3 | 86 | 7 |
| Do you think your school makes as much use of projected materials as it should? | 15 | 82 | 14 | 82 |
| Has your system provided for A-V in-service training this school term? | 17 | 80 | 28 | 71 |
| Do you have sufficient information on sources of audio-visual materials? | 57 | 40 | 50 | 47 |
| Do you prefer using projection equipment in your classroom? | 60 | 30 | 71 | 21 |
| Would you prefer a special projection room? | 47 | 37 | 43 | 50 |
| Do you prefer student operators for films? | 60 | 37 | 32 | 68 |
| Do you find advertising in free films objectionable? | 10 | 85 | 21 | 75 |
| Do you feel the benefits derived from free and expensive films justify their use? | 75* | 2 | 75 | 3 |

*Twenty-one additional qualified positive replies were given.

BY ROLLA A. BERRY, DESOTO

The survey indicates 28 per cent of the elementary teachers and 12 per cent of the high school teachers are nonusers of educational films. Ten per cent of the elementary teachers are nonusers of filmstrips while 20 per cent of the secondary teachers are nonusers. In comparison, the 1954 National Education Association survey based on 1,010 school systems reporting shows 11 per cent of the elementary teachers and 19 per cent of the secondary teachers to be nonusers of educational motion pictures. In the use of filmstrips, elementary teacher nonusers made up 16 per cent and secondary teachers made up 35 per cent of the total number of teachers.

Authorities in the audio-visual materials field agree that if an audio-visual materials program is to operate efficiently there must be a high degree of organization and planning on both the state and local level. The fact that classroom teachers do not find Missouri's program in harmony with these conditions is indicated by the large percentage of negative replies on the first five items in the above table.

Better State Program Needed

Seven factors often given in professional literature as affecting teacher use of audio-visual materials also were included with directions for teachers to check those they thought would increase their use of audio-visual materials. The results from the 200 questionnaires were as follows:

1. Better facilities for previewing films before selection and use—137
2. More ease in procurement of materials—133
3. Larger audio-visual materials budget—116
4. Shorter booking period between ordering and use—113
5. Central storage of audio-visual equipment and materials—38
6. Longer teacher tenure—29
7. More favorable attitude of

administration to audio-visual materials use—14.

The first four conditions above can be brought about only by a more adequate state program. This is particularly true of number three. Expenditures of Missouri districts for audio-visual materials on a per pupil basis are much lower than the national median of comparable systems. The Department of Audio-Visual Education of Missouri State Teachers Association survey made in 1954 shows the median per pupil expenditure on the elementary level in Missouri to be 31 cents and that for the per pupil median on the secondary school level to be 56 cents. When this is adjusted to give a median for combined elementary and secondary per pupil expenditure we get a 43.5 cent median per pupil. In comparison, the National Education Association survey of 1953-54 gave the national median in communities of 2,500 to 5,000 population to be 79 cents per pupil while the median for communities of 5,000 to 10,000 population was 72 cents, obviously less because of more efficient use brought about by larger administration units.

These facts along with the fact that not more than 39 per cent of Missouri teachers have college training in audio-visual materials use, as indicated by this survey, and that probably less than 40 per cent of college students preparing to teach are taking audio-visual education courses support the prevailing opinion of the cooperating teachers that a more definite state program provided for by legislation is needed.

Missouri Falling Behind

How does this thinking agree with the national trend, you ask. From data supplied by either heads of audio-visual departments or departments of education of state universities and colleges we find the following:

1. States having audio-visual education programs with funds spe-

cifically allocated by legislation to finance them—12

2. States having county programs for distribution to schools—10

3. States having a centralized program with the state department responsible for distribution to public schools—7

4. States having a decentralized program with regional A-V libraries, exclusive of colleges and universities, responsible for distribution of audio-visual materials to schools—2

5. States having a combination of county, state and city programs—7

6. States requiring at least one course in A-V education for teacher certification—4 (South Dakota is considering it at present)

7. States requiring directors of A-V centers and libraries to have special training—4.

What should Missouri's audio-visual program be? If we draw on the experiences of pioneering states, we will place the source of supply close to the point of use. Good usage demands it. We will provide an adequate budget for without suitable materials the purpose of the audio-visual program is defeated. Above all we will provide for adequate training of teachers and personnel in audio-visual materials use.

Perhaps we would do well to heed the National Education Association's caution that the use of audio-visual materials is not an end in itself but one of the essentials for artistic teaching. The best service that can be rendered to teachers, therefore, is provision of an abundant supply of varied and well-selected materials, classified and distributed in such a way that they are always readily accessible as classroom needs arise. When such a program is in operation in Missouri, teachers will have another tool with which to meet the needs of the varied abilities of the students filling our classrooms.

Cooperative occupational education is a supervised work-study program operating at the 11th and 12th grade or on a post-high school level. Students must be 16 or older.

A student receives planned work experience on the job in a business or industry under school and employer supervision. While in school, he receives instruction related to his work experience. Through this program, the student is enabled to carry on his high school program and at graduation, he is afforded the opportunity to assume a full-time job with a background of educational and valuable on-the-job experience.

Some of the job requirements are not directly akin to grades or school subjects. It has been found

before enrollment is made. This procedure is done by the coordinator in cooperation with the principal and guidance counselor before the end of school in the year previous to the actual program's start. The schedule for the student must be flexible enough to permit changes where the work experience schedule requires it.

Enrollment

Before actual enrollment for classes is made, there is much information to be passed on to the student. This is best done in a personal conference with the student. At the student-coordinator conference, printed materials are handed to the student for examination and for him to take home. Instructions are given to the stu-

similar to the preceding conference with the student. The information which has been given to the student is explained to the parents. The responsibilities are repeated to the student in the presence of his parents, and an agreement which is to be signed by the student, his parents, his employer, and his coordinator is presented at this time. If each agrees to the materials outlined, a student is then accepted for enrollment provided an approved work station (job) can be made available. A short summary of placement procedures is then made to the parents. This procedure includes reference to guidance records, student preferences, parent preferences, or any special interest data available.

Cooperative Occupational EDUCATION

*by Beecher Henderson, Coordinator, Kirkwood High School
Formerly coordinator at Rolla High School*

that vocational and avocational interests are factors which affect the success or failure of students who are enrolled in this course. The sources of information available are found in the student's guidance and personal record. Information which can be found there, and which is most usable, concerns grade reports on classes he has taken, attendance reports, and special test reports. Since grades indicate how well a person has done in the past, they might also indicate future performances. In close relationship to grades, there is found a connection to attendance. Attendance is an indication of real interest, or lack of it, in school work.

In scheduling of students, the foregoing information should be carefully studied and analyzed be-

fore enrollment is made. This procedure is done by the coordinator in cooperation with the principal and guidance counselor before the end of school in the year previous to the actual program's start. The schedule for the student must be flexible enough to permit changes where the work experience schedule requires it.

When it is decided by the parents and the coordinator that a student can be helped by this program, a conference between student, parents and coordinator is scheduled. This conference follows a procedure which is somewhat

An outline of classroom procedure is of interest to both parents and students, as both will see the importance of his own responsibility to each of the others who are in the agreement with him. This outline will give explanations of how the materials which are being studied in class relate to the work that the student is doing on the job or work station. For a practical demonstration, it is well to have one of several specifically related courses of study outlines available. Sometimes the parents are interested to know of special events in classroom procedure, such as outside speakers, motion pictures, panel discussions, special reports by students or special assignments—making budgets, filling out income tax returns, etc.



A satisfied, skillful student is the true salesman of the cooperative occupational education program. Meat cutting is one of the work stations often available.

Student Relations

The students, after coming to class for a short while, find the pattern to be very similar to that which has been explained in conference and find there is help available to them from their coordinator. The coordinator, who has been at work since he first received their names as possible participants, has become acquainted with them and their employers. In addition to seeing the student each day in the classroom, he visits each of them once a week on the job. These visits are as the name implies, a coordination effort; for the purpose served is to let the student and his employer know that the coordinator has a definite interest in the student's program. It is at this point that a true understanding of the program develops, for it is here that all concerned parties are facing the actual, practical problems. Either a sense of cooperation is present, or solutions to problems in instruction by both the employer and the coordinator fail. Since the program is one of instruction, the student must be willing to learn. He will respect these visits when that feeling of

cooperation exists.

From time to time, problems do arise in which the student must turn, in his immaturity, to someone whom he can trust. His employer or even his parents may be the upsetting factor, but the interested party is his coordinator. The coordinator must earn the confidence and trust of the student and must at all times, day or night, make himself available to students who need help. The coordinator should not be soft, but should be soft spoken. He must speak truthfully even when it hurts and demand standards, or he will have a program of exploitation and loafing instead of one of instruction.

The classroom instruction is of utmost importance and it, too, requires careful attention and planning. The coordinator must keep himself informed on current industrial practices in both skills and human relations. A good course of instruction includes any supplemental material on current trends in business, trade and industrial magazines and books, as well as occupational material which must be used in the classroom and in class assignments. A broad interest and

a desire to think will be an incentive for class improvement where lack of interest at any point on the part of either student or teacher breeds dissolution and trouble.

Employer Relations

A careful selection and placement of students will help in the employer's relations and attitudes toward the whole program. The employer must have a good understanding of the program if he is to develop that good attitude. The first contact, therefore, becomes a very important one. The problem of selling the program to the employer is essentially the same as the procedure that was followed in the parent-student conference. After the same preliminaries are presented, there is ordinarily an expression on the part of the employer as to whether or not he is interested. Sometimes the first contact comes about through student contacts or by telephone. At any rate, the employer will be interested in seeing an eventual return on the investment he has made in the training of one of these students. When the employer is made to feel he is a fourth spoke in the wheel of educational progress, as it concerns the student, he will support his load and will follow with real training in the skills as they are outlined in the specific related course of study guide. He will not continue to give complete support unless he is aware that the coordinator is giving his full support.

The coordinator, through his weekly visits to the place of employment, is indicating his interest and support and will gain knowledge about the student-employer relations that will be most useful in solutions of problems as they arise. The feeling here should be that the coordinator is ready, willing, and informed as to the least trouble or even the possibility of trouble as it affects the student's educational program. There will be awareness on the part of the employer that if the need arises, he has a person upon whom he can call.

It is good practice for the coordinator to have an advisory committee to whom he can turn for help on special and general community problems as they affect this program. Such topics as advisability of placements, wage and hour standards and apprenticeships are ones that commonly arise.

Although all of the foregoing has touched on the problem of public relations, there are many more facets of public relations that deal directly with the program's operation.

Conferences

The coordinator-employer conferences that follow two patterns, the formal-on-the-job and the informal-over-the-coffee-cup, are excellent for maintaining interest. It is in these contacts that many of the little things which account for much good will develop. It is here that the philosophies of each are presented openly and constructively. There are many times that these are the means whereby a true perspective of the program's purposes and operations come about. Many times there is an exchange of ideas that is helpful to one or the other or both, and important trouble comes to light that might have been overlooked. It is very important to extend to employers the invitation to talk to the whole class on topics that are of interest to both employers and students. Some of the finest instruction in human relations come from these talks.

When relations between students and coordinator or employer become strained, it is good to be able to turn to the parents. Parents are, by and large, most interested in their child's education; therefore, they are most responsive to information that will help their child receive the opportunity which he rightly deserves. It is in the original conference that the parent should develop a feeling of confidence and a spirit of cooperation. From that point on, it is a good relationship if an information program is operative. Other than reg-

ular reports on grades, there should be a careful attendance report. Quite often a minimum of absences will call for notification to parents. Any trouble which is judged to be detrimental to the student's educational program should be reported to the parents. Outstanding achievements on the part of a student or groups of students is one sure way of cementing relations between the parents and the school.

Visits by parents to the school and to the student on the job are very effective devices for good relations. Always there is a public relationship of much importance right within the school itself. A coordinator, because of his particular situation in the system, should be sure that all other members of the faculty understand the C.O.E. Program. Students, former students, parents, the principal, the guidance counselor, and the coordinator himself can all have a part in this. The bulk of the load, in all events, is carried by the coordinator. He can arrange for assembly programs in which the ideas are presented by students in cooperation with the dramatic or English instructors or by having some employers or students tell of their part in the operation of the program. Faculty meetings are a good place to present and receive suggestions on the program. The coordinator can never miss the chance to talk of his program to individual teachers and students. A two way exchange of ideas by this means is most useful.

As is always necessary, there must be a close working relationship with the counselor and principal, for it is to them that the coordinator must turn for much help and information concerning pupils.

Public Relations Aids

A constant help in getting information before the general public is the news releases to the newspapers, radio and television. These releases should be composed by the coordinator (or at least under his supervision) and approved by the

principal. They are more appealing when they contain names of students, parents, employers, teachers, or others who are the news makers.

Most coordinators will want to become members in one or more civic clubs or organizations. Those whose memberships contain persons with whom he works are desirable. The relationship here is essential yet an easy adjustment for both him and the employers. From these memberships come the opportunities to present programs of interest to them which are invaluable as public relations devices.

Church membership offers advantages which are obvious to a coordinator: a personal spiritual help as well as a contact with many of his students, employers, parents, and other interested parties.

The one who is most concerned in this whole program is the student. It is he who holds the most important public relations key. Under proper direction and with careful instructions he can complete the objectives of the program that is preparation for the future. When he takes his responsibilities, he will be a true salesman for the program. He can express his thanks to his employer by planning and presenting an employer-employee banquet. This banquet, when presented near the end of the school year, is one of the most effective ways that a student can use to express his feelings without having to become too intimate with his employer. It offers many chances in learning to plan and follow through with plans. If the student is asked to present his employer, it gives him a chance to express with pride his feeling for his real opportunity made possible by "my boss."

By working in close cooperation with students, parents, employers, the guidance counselor, the principal, the school administration, and the general public, the program of cooperative occupational education can be one of the best vocational training programs which a community can offer its youth.

SECRETARY'S PAGE

Did You Know?

THAT the State Meeting in Kansas City was the biggest and best ever. Ask someone who attended.

That the Association now has a record membership of 30,750, including 800 F. T. A. Chapter members.

That a majority of the counties already have reported 100% membership.

That Missouri has far exceeded the NEA building fund quota and has a record NEA enrollment.

That the Association has thirty-four departments whose programs were carefully planned and well attended in Kansas City.

That the Public Relations Committee met on December 1, with the furthering of proposed legislation the major item of business.

That the Executive Committee meets on January 12 and among other things will appoint members to the various committees for the coming year.

That we have ten district associations and two hundred fifty-seven community associations.

That the St. Louis Suburban District has a full-time Executive Secretary and a permanent headquarters.

Remember

THAT the Missouri General Assembly convenes on Tuesday, January 2.

That much legislation will be sponsored of special concern to teachers.

That a major objective is the financing in full of the foundation program for the next two years.

That a publication entitled, "Facts About the Financial Needs of Missouri's Public Schools 1957," contains supporting data and is available on request.

That a second major objective as determined

by the Assembly of Delegates in Kansas City is the improvement of the Missouri Public School Retirement System.

That the adoption of the proposed changes would make it the best system in the country.

That community associations have the task of informing their membership with materials now available and a responsibility of visiting with their senators and representatives in this respect.

That a third objective is the strengthening of the continuing contract law.

That teachers should concentrate on the two or three objectives of most significance and not scatter their interests or efforts.

That proposals will be introduced pertaining to special education, compulsory school attendance, and state aid for school buildings.

That emergency school construction legislation will be a major issue before the National Congress convening in January.

That it takes absolute unity of action and purpose to be legislatively successful as the many recent successes clearly indicate.

"The Teachers of Missouri"

KANSAS CITY STAR EDITORIAL: This is the 100th anniversary of the Missouri State Teachers Association and Kansas City is pleased to have the centenary meeting at the Municipal Auditorium.

The association has been diligent in looking to the interests of its membership but it has been far more than a special interest group. It has not been concerned with improvements in teacher salaries and benefits alone, although certainly those are worthy objectives. In 1952 the association worked hard for the constitutional amendment that doubled the bonding capacity of districts to 10 per cent. It has tried to raise the professional level of teaching over the state.

In recent years the association has served the teachers and education in general through its support of the school foundation program and the cigarette tax that helps finance it. The constitutional amendment of 1951 that permitted a simple majority, instead of the traditional two-thirds majority, for levy elections was an association project.

Among the state teacher associations, the Missouri organization has been considered outstanding. In its 100 years, it has done a big job for the teachers, the children and the state of Missouri.

ENGLISH MASTERY COUNTS IN JOBS MISSOURI HIGH SCHOOL GRADUATES WANT

BY DR. BEN W. FUSON, ASSOCIATE PROFESSOR
OF ENGLISH, PARK COLLEGE, PARKVILLE, MISSOURI

FRESH evidence that high school graduates in Missouri need to mend their fences in the field of English skills if they want to qualify for good jobs and quick advancement comes from answers to a recent survey. When a Missouri English teacher faces thirty-five yawning senior high students and says, "Class, work hard on that English exercise—it may mean the difference between a good job or none at all when you graduate," *she's right*. Experienced employment directors in the midwest area back *her* up. And some of them are alarmed at what appear to be recent trends toward decrease in mastery of communication skills on the part of high school graduates who are currently applying at their offices for jobs.

Recommendations from a cross section of directors of personnel in industry, the professions, and government services were presented by Mr. Claude Cochran, general agent of the General American Life Insurance Co., Kansas City, at a recent conference staged by the Jackson County affiliate of the Missouri Association of Teachers of English. He spoke on the topic, "What High School Graduates Need in English Skills to Secure Good Jobs," and some high spots from his survey follow.

High school graduates wanting clerical positions in industry "need as much training as they can possibly receive" in English, says Mr. P. L. Metzger, supervisor of employment and labor relations for the Kansas City Power and Light Co.; he specifies that "considerable emphasis be placed on the basic subject of spelling." This appeal is echoed by Mr. C. O. McIntyre, industrial relations supervisor for the Colgate-Palmolive Co., in Kansas City, who reports with concern that not only many high school graduates but also some university students "are still unable to complete properly an application for employment or prepare a report which does not contain numerous errors in spelling, grammar, etc." Mr. Mervin Anderson, personnel manager of the Puritan Compressed Gas Co., notes that in screening-tests used by his office, applicants for jobs during the recent decade have seemed to be increasingly less qualified in punctuation, grammar, and spelling mastery. "Ordinary spelling appears to be one of the weakest spots which I have observed in my dealings with applicants who have come to the employment office over the years," testifies Mr. S. A. Maust, manager of the Kansas State Employment Service.

Speaking out of eighteen years of contact with high school graduates seeking positions, Mr. Maust further points out that "typists, stenographers, and secretaries" betray "a lack of training or learning with respect to paragraphing and punctuation." He continues, "Most people need a working knowledge of just ordinary letter writing. How letters should be addressed, and how closed, and what should be included, are very practical matters, which in my estimation should be the tools of every high school graduate." In similar key is a warning by Mr. McIntyre, who says, "The need for final training in the field of practical English is constantly indicated by deficiencies not only among secretaries, stenographers, receptionists, etc., but also technical graduates from many fine colleges and universities."

Recent Graduates Poor

Mr. Marvin W. Strate, who holds the office of principal personnel examiner for the City of Kansas City, provides some sobering statistics. Identical entrance tests for clerical jobs in city offices were given to high school graduates who were applying for jobs, and also to presently-employed city office personnel of comparable educational background. What was the comparison? The applicants' scores

averaged less than half as high in English usage as those of present employees; applicants' scores in the fields of punctuation, of spelling, and of reading comprehension averaged only about three-fifths as high as the present employees' ratings. Even with due allowances for maturity and in-service training, "we can only conclude," says Mr. Strate, "that among recent graduates the achievement record is lower than it was in the older group" with parallel high school backgrounds.

Students who plan to go into government services should heed the cogent observations of Mr. Arnie Solem, director of the Bureau of Employment Security, U. S. Department of Labor, in the Kansas City area. He supports the harassed English teacher: "The person who can write clearly and concisely and who knows how to back up his statements with concrete data has much to offer over employees who find it difficult to express themselves or whose work must be edited heavily before it can be used. The person who can read quickly, accurately, and in the most efficient way in terms of the material he is trying to absorb can save a tremendous amount of time." Referring particularly to clerical workers and secretaries, Mr. Solem advises that "Often sound knowledge of English makes it possible for a secretary to write letters herself which would otherwise have to be dictated and would involve two people instead of one. Frequently, too, secretaries who are skilled in the English language can detect errors, correct letters and manuscripts, and in many ways enhance the effectiveness of an office."

Engineers Not Exempt

High school or college students who hope to secure engineering jobs are by no means exempt from English needs. Mr. A. V. Ferry, of Black and Veatch, Consulting Engineers, Kansas City, forcibly states, "The study of English is very essential to engineers, due to

the fact that most all engineers are required to write reports on work which they handle. It is a subject which many engineers try to avoid insofar as possible, and in a majority of cases engineers possibly study English in college only because it is required." How lamentably short-sighted this attitude is, Mr. Ferry underlines by his report that "a great many of our engineers cannot express them-



selves properly in written reports due to the fact that their background in English is not what it should be."

Nor do the armed services offer a safety-zone to a high school graduate who has neglected his English skills. John M. Bennett, Jr., Brigadier General, U.S.A.F.R., is on record with this statement: "If I were to recommend a program of college training for the young men of the United States who are to enter the services, I would stress training in the ability to communicate. The man who is able to speak, read, write, and listen well is one who is likely to be very useful as a leader."

Friendly advice to Missouri high school students in English classes—and also to their teachers—is offered by various employment managers and personnel directors involved in Mr. Cochran's survey. For example, Mr. N. M. Woodruff, director of personnel at R. B. Jones & Sons, Insurance, Kansas City,

writes, "I find there is nothing more effective than actual practice in writing letters for constructive criticism and rewriting." Mr. C. F. Ade, supervisor of employee services and training section, Kansas City Assembly Plant, Ford Motor Co., stresses that an individual in a clerical job should gain the habit of reviewing and checking his work for errors and omissions—a habit obviously best acquired through careful high school training. At the Bendix Aviation Corporation, Kansas City, the training manager, Mr. R. J. Rose, recommends practice in "preparation of reports—interesting, concise, well-organized," and also the acquisition of "skill in reading rapidly with high level of comprehension."

Need Skill in Speaking and Writing

Mr. Ralph D. Johnson, of the Kansas City office, U. S. Department of Health, Education, and Welfare, observes, "How many capable individuals have failed to attain the position in life they could have obtained simply because of a lack of knowledge in the use of the written, or spoken word." He concludes, "I am a strong believer that skill in speaking and writing the English language is something that every business and professional person should strive for every day of his life."

Few alert Missouri senior high students will shrug off these hard-hitting warnings and suggestions if their English teachers bring them to their attention. These freshly-collected midwestern recommendations may serve to spur lagging juniors and seniors to get their drives toward better English functioning in class work before graduation. Their chances for success will be far more rosy—as these employment experts testify—if their first job applications indicate that they possess higher than average English skills.

Providing Interesting Citizenship Education

By HOWARD I. McKEE
University City

Youth need first hand experience in the legislative process



Teachers are always on the alert for novel or better ways of teaching citizenship. What media or method can be used to make people enthusiastic about politics? Many teachers may find a partial answer to this question in the Youth and Government program that is sponsored by the YMCA.

In 1948 the YMCA introduced the Youth and Government program in Missouri. The idea was to give members of the Hi-Y and Tri-Hi-Y clubs, organizations for high-school boys and girls, first-hand experience with the legislative process. So, arrangements were made with the General Assembly for taking over the House and Senate Chambers for a two-day period.

From the local clubs representatives are elected to the Model Legislature. They in turn draft bills. With the help and advice of public spirited legislators these young people carry through a two day session, following in as exact a manner as possible the procedure used by the House and Senate for adopting legislation.

Competition and something of the air of real politics is obtained by electing from among three gubernatorial candidates a State governor. The candidates are chosen at a pre-Model Legislature convention that is held in each of three districts—eastern, western, and southern Missouri. Last year the other administrative officers and the officers of the House and Senate were apportioned among the districts and elected at the district conventions.

Last year, too, an important innovation was injected into the

program for the eastern district. On December 2, 1955 a mock convention was held at the Downtown YMCA in St. Louis.

The organization of the convention was modeled, as closely as possible, on that of the national convention. Committees on arrangements, credentials, organization, rules and platform were created. A Hi-Y or Tri-Hi-Y member and adult advisor was named to head each committee. Delegates to the convention were allowed to choose the committee on which they wished to work.

From all appearances the convention was a success. Those working with it, moreover, can see how the convention idea can be used to increase the educational value of the Youth and Government program. Let us use the platform to illustrate.

To begin with, it is not easy for young people to get ideas for writing bills. The platform was to help solve this problem by suggesting areas in which bills might be written. The adult advisor sent a list of eight or ten items that might be expanded into such a platform to the pupil advisor. The pupil advisor in turn made contact with some of the committee members. Varying amounts of work on the

outline was done by the members.

On December 2, following the first meeting of the convention, all the members of the committee met and put the platform into its final form. The next day the platform was read on the convention floor and after some discussion was adopted.

This year the educational value of the platform can be increased in two important ways. First, the committee must be set up early and and more sessions held to consider and revamp the original platform. Then copies of the platform should be distributed to the delegates at the time the platform is read or earlier to the clubs that are sending delegates. Then when the platform is read it can be debated and amended. In this way a real grassroots document can be hammered out.

Perhaps the educational value of the platform and how it can be used to encourage the writing of bills can best be shown by reproducing the preamble and two or three of the nine planks.

Preamble:

The Hi-Y Model Legislature in Missouri is now in its seventh year. In that time it has selected for the chief administrative positions some of the finest boys and girls in the State. In like manner much badly needed legislation has been passed, thereby focus-

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ing public attention on some of the State's most pressing problems. Here, Hi-Y and Tri-Hi-Y boys and girls have learned first-hand of the importance of government. Here, too, the future citizens of Missouri have learned how their State government actually works.

The Platform:

An objective appraisal of seven years of work by the Hi-Y and Tri-Hi-Y Model Legislature demonstrates its value as a citizenship training program for boys and girls. Greater devotion to great democratic principles will lead this group to higher and higher achievements. May the members of this Convention and the next legislature give the most scrutinizing attention to the following problems:

Health

Good health indicates a state of physical, mental and emotional well-being. A nation may stand or fall in the great international struggle on the health of its people. The apparent success of the Communist brain-washers and the popularity of charity supported psychopathic clinics indicates the need for state action making this service available to more people.

Water and sanitation, two most important factors in health, are responsibilities carried on in most communities by the government. Efficiency in the management of these agencies must be kept under close scrutiny.

Present agencies and accepted practices for inspecting foods, food processing and retailing establishments, bakeries, food serving agencies and the entire drug business must be under the ever watchful eye of the State.

This convention favors the adoption of legislation placing Missouri mental and penal institutions under a non-partisan commission.

This convention favors the necessary legislation for making Missouri's program for health equal to the best that present information and practices make possible.

Education

For more than a century now Missouri has appropriated state revenue for the support of schools. However, the educational standards required for training people to live in a complicated, technical, industrialized society costs more and more. Local communities are finding it increasingly more difficult to maintain their standards. The shortage of qualified persons willing to enter the teaching profession has reached the critical stage. Since there is no apparent man-power shortage in Missouri and Missouri has many qualified college graduates, the teacher shortage must be due to undesirable factors within the school or teaching situation.

This Model Legislature should carefully study the Foundation program (See Citizenship Education, page 28)

Centennial Convention Scenes



Huge crowds attended the three general sessions of the MSTC Centennial Convention. The last general session heard William Laurence, Science Editor, New York Times, give a most thought provoking address on "Atoms for Peace." The main arena of the Kansas City auditorium was unable to accommodate all those desiring to attend the Fred Waring show on Thursday evening, Nov. 8.



Teachers were very interested in seeing this schoolroom from the "Good Old Days" of 1856 but glad they were privileged to teach in a modern room. Dr. and Mrs. A. Loyd Collins, Poplar Bluff, furnished this pioneer schoolroom.



It took 266 exhibit spaces to accommodate the educational displays at the Centennial Convention. This latest and best in educational wares filled the exhibit hall and the mezzanine of the auditorium.

SPRINGFIELD TELEVISION WORKSHOP



By Virginia Douglass

The Professional Growth Committee of the Springfield Community Teachers Association sponsored two Television Workshops during the month of April, 1956.

These workshops were presented under the leadership of Mr. Robert

of Educational television workshops which was followed by more detailed descriptions of Educational Television Tips by Mr. McAndrews. The audience was then asked to select an area of suggested subject matter previously listed on

the printed format they had received earlier in the evening. These areas included language arts, mathematics, social studies, science, physical education, art and music, home economics, and industrial arts. Each group had a chairman and was instructed to present a three minute segment for a program on the theme of *A Day in the Life Of A Student*.

The groups were allowed thirty minutes before presenting their skit under the direction, comments, helpful suggestions and inspiration of both Mr. McAndrews and Mr. Glazier.

Many participants served as studio technicians to operate the cameras, microphone booms, lighting, audio-video controls, etc.

The Professional Growth Committee was gratified with the reception of this project.



Dr. McAndrews explains the arrangement of a television set.

Teachers become the crew of technicians and the cast.

Glazier, Public Information Director of the Springfield School System and in collaboration with Mr. Pearson Ward, Manager of KTTS-TV and Mr. Kevin McAndrews, Program Director of KTTS-TV of Springfield.

Two evenings were devoted to these projects. The workshops were held in two of the junior high school buildings. One was in session at Reed Junior High School on April 17, the other at Jarrett Junior High School on April 19.

The entire Springfield teaching staff was invited to attend and urged to participate in the workshop sessions.

Early in the program Mr. Glazier briefly introduced the purposes

The high cost of television production is dramatized by Dr. Kevin McAndrews, program director for KTTS-TV.

Springfield teachers do on-the-spot scripting and rehearsing for telecast.



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Items of Interest

William Huffman, Lebanon, has been employed to teach social studies in Valley highschool, Caledonia. He succeeds Clovis Vest who has entered the armed services.

Julius W. Hollman, science teacher at McKinley highschool, St. Louis for 30 years, retired Nov. 2. He was presented with a gift certificate by the McKinley faculty members.

Eugene Corn is the new teacher of music in the Clarksdale system.

Beverly J. Black, a graduate of Central College, Fayette, is now teaching physical education in Appleton City.

Charles Vanderbeck has been employed to teach social studies in the Warrenton school.

Mrs. Florence Gaddis, a graduate of Central College, Fayette, is teaching social studies at Higbee.

Foster Sadler has been elected by the Clarence board of education to teach physical education.

David P. Leap has been employed by the Center board of education to teach business subjects.

John McCartney is the new teacher of music at Polo.

Harry Hoffson has been employed at Palmyra as instructor in music.

D. A. Ferguson, superintendent of the Cabool public schools, reports the completion of a \$90,000 addition to the school plant. This includes a multi-purpose room, cafeteria and classroom. Cabool has also added a driver training course to the highschool program.

Mrs. Yvonne H. Lanagan, advisor of the Webster Echo, student newspaper, Webster Groves, Mo. was recently elected secretary of the Missouri Publications Advisers Association at its annual meeting in Columbia.

Mrs. Imogene Webb of Naylor spoke recently at a meeting of the Arkansas State College Future Teachers of America at Jonesboro.

Leslie J. Chamberlin has been appointed personnel representative for the instruction department of the St. Louis public schools and will recruit teachers throughout the Midwest for that school system.

Mrs. Jane Rook, fourth grade teacher in the Fulton system, has been designated to teach a special education class for mentally deficient and retarded children, that has been initiated in this system.

Mrs. Maurine Rootes, a former teacher in the Fulton system, has re-

turned to accept the vacancy created when Mrs. Jane Rook was named special education teacher.

Horace L. Jackson, superintendent, Morehouse, has announced the starting of a building program to construct housing for industrial arts, vocational home economics and music departments, and the school lunch program.

John Alderson, superintendent of the Wentzville public schools, has announced that a new ten-room elementary building is expected to be completed about April 1.

Mrs. Miriam Keast Brown is teaching publications, dramatics and English at De Soto highschool after thirteen years in the Pierce City high-school.

Lawrence J. Ghan, superintendent, Strafford schools, has announced the completion of a new elementary school building with facilities for a school lunch program.

Classroom Teachers Regional Conference

The annual South Central Regional Conference, sponsored by the Department of Classroom Teachers of the National Education Association, will be held in Oklahoma City, Oklahoma, at the Biltmore Hotel, January 31—February 2, 1957. Mrs. Buena Stolberg of Webster Groves, Missouri, South Central Regional Director of the NEA Department of Classroom Teachers, assisted by Ada Coffey, Joplin, are responsible for planning the Conference.

A visitation of Oklahoma City schools will get the Conference under way on Thursday afternoon, January 31. Group meetings will highlight the activities of Thursday evening.

On Friday morning, David C. Guhl, President of the NEA Department of Classroom Teachers, will open the first general session of the Conference with an address on the Department theme for 1956-57, "The Classroom Teacher—Key to an Educated People." The second general session will feature a discussion of Merit Rating. At the third general session, participants will consider "Highlights of Discipline Study."

On Saturday, group discussions are scheduled to follow a talk on the professional program of the Department by Margaret Stevenson, Executive Secretary of the NEA Department of Classroom Teachers. Later, Ferman Phillips, Executive Secretary of the Oklahoma Education Association, will discuss the program of expanded serv-

ices for the National Education Association.

The Conference will conclude Saturday evening with a Centennial Celebration Banquet at which Mrs. Elsie Parnell, President, Texas State Teachers Association, will deliver an address.

The purpose of this Conference is to help the classroom teacher develop his skills as an instructor and as an active leader in his professional association. Therefore, all local associations are urged to have representation.

SPEECH TEXT BY M.U. PROFESSOR

A second edition of "Teaching Speech" by Professor Loren Reid, University of Missouri, has been published by Arctcraft Press.

The foreword of the 358-page text addresses it to the beginning teacher, and Prof. Reid relates there some of his experiences as a young Missouri highschool speech teacher.

The book contains chapters on teaching debate, planning assembly programs, play directing as well as the methods and problems of teaching speech.

EXCHANGE TEACHER WRITES FROM ENGLAND

Exchange teacher to England, Paul B. Koch, Ferguson, recently wrote "School and Community" about a five day meeting of all exchange teachers in that part of the world, Oct. 25-29.

About 100 American teachers gathered in London, he wrote, for a series of professional and social meetings under the auspices of The British Committee for the Interchange of Teachers Between the United Kingdom and the United States.

The professional meetings included a survey of English education, of European-American relations, and of specific aspects of English secondary education "heatedly and enthusiastically carried on."

"It was the teachers' advantage to mix informally with numerous dignitaries both English and American," said Mr. Koch of the social affairs.

At a party given by Ambassador Aldrich and his wife at their residence in Regents Park, Mr. Koch asked the ambassador his opinion of the teacher exchange program.

"Not only is it successful from the educational standpoint," was the reply, "but it is my feeling that more ambassadorial work is carried on by this exchange than any other single means, because you teachers are in the midst of the people and the children."

YOUTHFUL MARRIAGES BRING PROBLEMS

There are more early marriages today than ever before, says Dr. Lester A. Kirkendall, in the Public Affairs Pamphlet, "Too Young to Marry?"

The increase of early marriages in recent years raises important questions of social policy. Dr. Kirkendall finds that young people are victims of many misconceptions regarding the basis of a sound marriage.

The 28-page pamphlet points out ways to clear up these misconceptions through changes in social policy regarding marriage and marriage education. The pamphlet costs \$.25 from the Public Affairs Committee, 22 E. 38 St., New York.

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FIRE DESTROYS SCHOOL

The Nevada highschool was destroyed by fire on November 29. Replacement costs of the building which housed approximately 1000 students is estimated at \$1,700,000.

Superintendent C. H. Jones has announced the district will vote on a bond issue of approximately \$560,000 representing the total bonding capacity of the district at this time. Insurance carried on the old building amounted to \$750,000 plus \$65,000 on contents and \$5,000 in special policies.

CAPE CTA HOLDS THREE EVENTS

Recent activities of the Cape Girardeau Community Teachers Association No. 1 included an annual dinner, a workshop, and a series of combined social and professional meetings.

Speaker at the dinner was Dr. Belmont Farley, NEA director of radio and press relations. Dr. Farley, as principal of Central High School, served as the first president of the Cape Girardeau CTA when it was organized in 1919. MSTTA President Lynn Twitty was also a guest at the dinner.

Eighty-seven educators received certificates of attendance at a workshop, "Modern Trends in Education and the Exceptional Child," conducted by Dr. Clarence Samford, and Dr. Oliver Kolstoe, both of Southern Illinois University.

Teachers had a chance to visit and "talk shop" over dessert and coffee at combined social and professional meetings inaugurated in October. The meetings were held under the direction of Mrs. Nina Cracraft, Chairman of the CTA Committee on Professional Ethics.

TRAINING FOR MATH AND SCIENCE TEACHERS

The Oklahoma A. and M. College has announced that the National Science Foundation is sponsoring a Training Program for High School Mathematics and Science Teachers on this campus, September 1, 1957 to May 31, 1958.

Fifty outstanding mathematics and science teachers will be selected to participate in this program. Stipends will be paid to these teachers amounting to \$3000 plus \$300 for each dependent up to four, travel expenses, college fees, and a book allowance. All of these payments will be Federal tax exempt.

Participants will be chosen on the basis of academic grades, background in science, success in teaching and in community life, age and experience (at least 3 years). They will be expected to devote full-time to course work for the 9 months and should be able to earn the Masters of Science degree in Natural Science.

Applications must be completed and returned to the Director by March 1, 1957. Inquiries should be addressed to:

Dr. James H. Zant, Director, National Science Foundation, Teacher Training Program, Oklahoma A. and M. College, Stillwater, Oklahoma.

VOCATIONAL ASSN. HONORS DR. LONDON

Dr. H. H. London, Professor of Industrial Education at the University of



Dr. London

Missouri, was one of five persons awarded the Outstanding Service Award by the American Vocational Association at its Golden Anniversary Convention held in St. Louis, Dec. 3-7, 1956. This award, the highest given by the association to a member, was presented on the last day of the convention by Mr. J. Warren Smith, State Director of Vocational Education for North Carolina, and chairman of the awards committee. In presenting the award Mr. Smith said the recipient had been one of the "most active persons in promoting industrial arts and vocational education in the nation."

In addition to this honor Dr. London was elected president of the National Association of Industrial Teacher Educators, a division of the American Vocational Association, and was presented with a life membership in the AVA by those men who had worked on their doctorate under his direction.

MONETT DEDICATES NEW GYMNASIUM

A new Monett High School and Youth Center was opened Nov. 30 by a dedication program and two basketball games.

Superintendent of Schools E. E. Camp presided. The games were between the Monett High Cubs and the Pierce City High Eagles, the Verona High Wildcats and the Sarcoxie High Bears.

TUFTS PUBLISHES TWO BOOKLETS

Two recent publications of the Tufts University Civic Education Center are "Men to Remember" and "The X Goes Here."

The former is designed for a social studies unit in grades 7-9. It sketches the careers of seven little-known men in American history, most of whom were martyrs who died for their country's principles.

The latter is designed for a civics unit in grades 11-12. It discusses the problems of political information, voter apathy and the mechanics of election.

The booklets have 75 and 64 pages respectively, are available from the National Council for the Social Studies, 1201 16th St., N.W., Washington 6, D. C.

U. S. COMMISSIONER APPOINTED

President Eisenhower has announced the appointment of Lawrence G. Derthick to be U. S. Commissioner of Education. Dr. Derthick has been superintendent of schools in Chattanooga, Tennessee, since 1942. He assumed his new duties December 17.



Dr. Derthick

Dr. Derthick has been active in NEA for many years. In 1953-54 he was president of the American Association of School Administrators and prior to that was chairman of the 1953 AASA yearbook commission and a member of the 1948 yearbook commission. A graduate of Milligan College and the University of Tennessee, he has been a teacher and principal in Tennessee schools, a member of the faculty of a state teachers college, and in 1948-49 took leave of absence from the Chattanooga school system to serve as chief of the education branch for the American military government in Bavaria.

THE SCHOOL BELL

A bright new magazine, timely as tonight's telecast, made its debut at NEA this month.

Designed to help school personnel keep parents and key citizens up-to-the-minute on what is being said and written about schools, **The School Bell**, a 12-page bi-monthly publication, will regularly condense major articles from national magazines, press, radio, and television which deal responsibly with school problems and achievements.

Publishers are the National School Public Relations Association (an NEA department) and the NEA Division of Press and Radio Relations.

Copies of **The School Bell** may be ordered from the National School Public Relations Association, NEA, 1201 Sixteenth Street, N.W., Washington 6, D.C. at the following prices: Single copy, 20c; 10 or more copies, 16c each.

FILMSTRIP EXPLAINS NEA

A new filmstrip is now available from the NEA Membership Division. Produced in color, and accompanied by tape-recorded narration and music, the 67-frame production takes only 18 minutes to run.

You and the NEA was designed to answer questions of teachers about NEA membership, functions, budget, and service. The filmstrip shows how the membership determines NEA policies, and reviews some of the more

notable achievements of the world's largest professional organization.

Presidents of local associations may request prints (on free loan for short periods) from the NEA Membership Division, 1201 Sixteenth Street, N. W., Washington 6, D. C.

NOVEL PROGRAM HONORS TEACHER



Miss Hudson

Incidents from the life of Miss Besie L. Hudson, Superintendent of Schools of Knox County, were related in a program modeled after "This Is Your Life" honoring her 40 years of service to education Nov. 2 in Edina.

Those taking part in the program included Miss Hudson's first teacher, Mrs. Claude M. Smith; a highschool classmate, Mrs. Merle Oldfather; a former student and a teacher under her supervision, Mrs. Russell Gelbach; a former superintendent under whom she worked, Mrs. Anna L. Swartz; and her secretary, Mrs. Lawrence Schroeder.

At the conclusion of the program Miss Hudson was presented a diamond set, engraved gold service pin by the county teachers.

SPRINGFIELD DEVELOPS NEA CENTENNIAL PLANS

Recognition of members with long terms of teaching service will be a highlight of the Springfield Community Teachers Association's observance of the National Education Association Centennial.

Centennial Committee members, working through a number of subcommittees, are making plans for the type of public recognition to be extended to CTA members of long standing.

A March 6 "Television Classroom" session observing the NEA Centennial will feature, by contrast, the future aspect of the teaching profession as exemplified by students at Springfield's Central and Parkview High Schools who are affiliated with NEA through the Future Teachers of America organizations.

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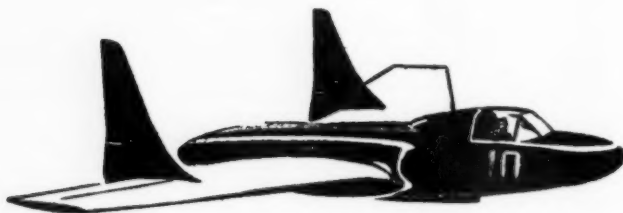
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M.U.'S PROF. KARSCH WRITES STATE HISTORY

Dr. Robert F. Karsch, professor of political science at the University of Missouri, is the author of a new text "The Missouri Citizen" on Missouri history and the state Constitution for the junior highschool level.

The 395-page book includes a brief resume of state history, a summary view of the state's institutions, and a presentation of the main provisions and underlying features of the Missouri Constitution.

Copies are available from the Reading Circle Dept., Missouri State Teachers Association, Columbia, Mo.

LEXINGTON OCCUPATIONAL SURVEY PUBLISHED

An occupational survey of the city of Lexington, Mo., as of June, 1956, has been completed. It was a joint undertaking of the department of industrial education of the University of Missouri and the Chamber of Commerce of that city.

The survey outlines the opportunities and requirements of the various occupations in the labor market area of Lexington to assist the planning and operations of programs of vocational guidance and vocational education of the area.

CULVER-STOCKTON PRESIDENT INSTALLED

Inauguration ceremonies at Culver-Stockton college, Canton, Nov. 9 installed Dr. Fred Helsabeck as the 19th president of the college.

An academic procession started at 10 a.m. at Carl Johann Memorial Library across the campus from the L. L. Culver gymnasium where the inauguration occurred.

Dr. Wilbur H. Cramblet, president of the board of trustees was presiding officer and delivered the charge to the president. Dr. Helsabeck's response was entitled "Forward Through Christian Education."

FORMER PRESIDENT DEDICATES SCHOOLS

Former President Harry S. Truman dedicated an elementary school named in his honor and two other new school buildings at dedication ceremonies Nov. 11 at Hickman Mills, a suburb of Kansas City.

Mr. Truman addressed 1,300 at the ceremony, a part of the district's observances of American Education Week.

The new schools are Ruskin High School, Westridge Elementary School and Harry S. Truman Elementary School.

ANTI-COMMUNIST PAMPHLET RELEASED

"Know Your Communist Enemy," a pamphlet published by the government for use by military personnel, is being made available to the public as a service of the Fund for the Republic.

The 15-page pamphlet outlines the basis of appeal of the Communist ideology and describes the kinds of people it attracts.

This pamphlet can be obtained for \$.10 by writing the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

K. C. SCHOOLS REPORT FINANCES TO PUBLIC

Kansas City Public Schools has released a 27-page pamphlet giving financial statistics for the school year ending June 1956.

Intended to promote citizen interest in the schools, the booklet includes photographs of plant facilities, administrators and operations as well as charts and graphs clarifying the statistics.

OZARK REGION HISTORY REPRINTED

"A Reminiscent History of the Ozark Region" contains a condensed general history of the region, a brief descriptive history of each county and biographical sketches of prominent citizens of these counties.

It is an unchanged reprint of an 1894 edition, of especial interest to natives of the Ozark region. It includes an alphabetical list referring to biographies of 650 families.

Copies may be purchased from the Ramfre Press, Cape Girardeau, Mo., for \$10 each.

DEATHS

ALICE MILLER

Miss Alice E. Miller, 62, a teacher in St. Louis public schools for 41 years, died of heart disease at her home, University City, Nov. 19. She had taught English at Central high-school for the last 12 years.

J. W. McKINNEY

Rev. J. W. McKinney, 79, died at the Bonne Terre Hospital on Nov. 6. He taught in the public schools of Missouri for 52 years, the last 25 years being served in Esther schools. He retired four years ago.

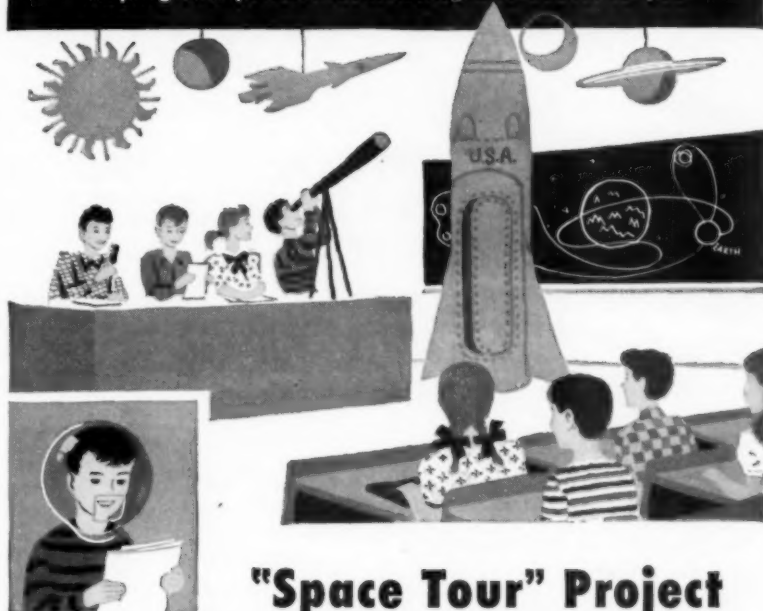
MRS. DORRIS CONLEY

Mrs. Dorris Conley, 57, died Nov. 27 in a Kirksville hospital.

The last 15 years of her thirty-three years of teaching had been spent in the Novinger highschool as a social studies instructor.

NEW HORIZONS IN TEACHING

Hoping this proves interesting and useful to you



"Space Tour" Project

With outer space, the Moon and Mars such exciting subjects for today's young people, your class may be thrilled with the prospect of conducting this Rocket Ship Expedition through space

This Space Tour was a 5th and 6th grades project. Class took about 4 months studying up on various phases necessary for such an interplanetary trip. Actual props took only about a week.

The universe was suspended from classroom ceiling. Murals, planet models, rocket ship, big telescope, relief map of Mars were developed by groups specializing within the class.

As Space Tour is within realm of possibility during lifetime of present day school children, whole school took an interest and came, upon invitation, at specified times to classroom "when rocket ship blasted off from space station." Each blast off was accompanied by great roar and "true to life" sound

effects (tape recording). One member of class with flashlight came intermittently close to rocket—to show ever present danger of comet collision.

Announcer in a space helmet, sat in ship (door open) and broadcast to earth listeners as rocket traveled its planetary paths. Every few million miles were stops at planet stations and inhabitants (class) were interviewed.

"The Moon hasn't any gravity" the report comes in, "so it's difficult to land and stand." Craters of Moon are described and the temperature given as "200 degrees below Zero." "A day here at Mars is 24 hours, 37 minutes." "Facts about Saturn are mystifying as some people are of the false belief men ride around in rings on bicycles."

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Citizenship Education

(Continued from page 21)

and find means immediately for financing the program 100%. State funds must be used to match local funds for building and equipping new schools. The State should also provide scholarship funds for potential teachers. Means must also be found for raising teachers salaries so as to draw the best college graduates into the teaching profession. The problems of low salaries, long hours of tedious work, over-crowded classrooms and inadequate teaching facilities must be overcome. The anti-intellectualism that seems to be sweeping the state and nation can be offset by applying more of the State's resources to the problems of education.

Conservation

Although the American people are traditionally careless with their natural resources, we propose that legislation be adopted looking toward a most intelligent, long range program for wiser use of the resources of the State. The present overproduction of agricultural goods indicates that now is the time to enact legislation for the better management of the State's soil resources. The need for water conservation is also at an all time high. These immediate needs, however, must not divert the attention of the legislature from the pressing need for conserving forests and other natural resources, including the State's fish and game. Missouri is becoming more and more important as one of the nation's great recreational areas, and the members of this legislature must be ever cognizant of this fact.

Legislation needs to be adopted immediately reorganizing the soil conservation districts of Missouri. Almost \$1,000,000 of unused Federal funds are now available for soil conservation in Missouri as soon as the necessary reorganization of districts can be made.

We favor the continuation of a non-partisan conservation commission.

BOOKLET ADVOCATES CORE CURRICULUM

The core curriculum is that which deals with the integration of various fields of education and with the development of inter-disciplinary approaches among areas of knowledge that were formerly taught separately.

"Core" by Dr. Clara R. Chiara of the school of education, Western Michigan College, advocates this sort of curriculum and discusses its principles and methods.

This 85-page booklet costs \$.50 from the School of Graduate Studies, Western Michigan College, Kalamazoo, Mich.

New Faculty Members

COOTER

Elementary: Wilmeth Dabbs, Adeline Rhea, Ina Jean Needham and Carlena Huffman.

Highschool: Joan Cooper, CS; Grady Sims, E and Lit; Eugene Vaughn, M; and W. T. Pillow, SS.

CABOOL

Marilyn Elmore, Mu and E; Marvin Green, Coun; S. Katherine Barnes, VHE; Carolyn Hill, E and L; Keith Hill, DT and health; Robert Garrett, M; Joy Thompson, Art; and Bobbie Robbins, Sc and Ph.

STOVER

Mrs. Ethelene Gerken, Mu; Mrs. Greta Case, VHE; and Mrs. Alice Jones, special education.

WENTZVILLE

Elementary: John Allen, Edna Campbell, Lola Musick, Edna Schulze, Kathryn Schroder, Ruth Trundle, Gladys Whitwell, Mrs. Erna Braken-siek, principal.

Highschool: John Alderson, superintendent; Anthony Saville, principal; William Vollbrack, PE, H and DT; Mrs. Virginia Ryker, Mu; Mrs. Slater, PE and hygiene; Mr. Glatkowski, SS and jr. high coach.

ELVINS

Elementary: Anna Coffman, Elise Ira, Lucile Jennings, and Mary F. Glasscock.

Highschool: Ralph V. Black, principal; Walter Blaue, H and citizenship; Charma Beck, Sc and health; Fred Latche, E, Jour, Spch and DR; and Grayce Sutton, Lib.

SPRINGFIELD

Mrs. Marjorie Campbell Mills, Mrs. Margaret Davis, Mrs. Iris Eilene Sponsler, and Mrs. Billie Nelson, elementary.

SOUTHEAST STATE COLLEGE

Everett F. Brown, Irene Neu, and Joseph H. Preston, assistant professors of history; David Briggs, Don Merrick Liles and Wendell W. Norris, assistant professors of English; G. E. Brown, professor of chemistry and biology; Stanley G. Diehl, assistant professor of botany and biology.

Donald D. Jewel, instructor of biology; James M. Drickey, professor of education; Charles E. Powers, instructor in education; Charles M. Hooks, counselor; Annabel Watkins, Janice L. Nunnelee, and Mary Beth Davis, Librarians; Mabel E. Ellis and Mrs. Marie C. Vilhauer, commerce; and Bryce D. March, instructor in industrial arts.

SCHOOL AND COMMUNITY

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IMPORTANT EVENTS

JANUARY

- 14 Missouri Association of School Administrators Winter Meeting. Columbia, Jan. 14-15, 1957.
- 19 Central Missouri Schoolmasters Dinner meeting, Central State College, Warrensburg, Jan. 19, 1957.
- 31 Regional Conference Department of Classroom Teachers, Biltmore Hotel, Oklahoma City, Oklahoma, Jan. 31-Feb. 2, 1957.

FEBRUARY

- 15 National Convention, American Association of School Administrators, NEA, Atlantic City, N. J., Feb. 15-20, 1957.
- 17 Brotherhood Week, Feb. 17-24, 1957.
- 23 Annual Convention, National Association of Secondary School Principals, NEA, Washington, D.C., Feb. 23-27, 1957.

MARCH

- 1 Department of Audio-Visual Instruction National Convention, NEA, Washington, D. C., March 1-5, 1957.
- 17 Association for Supervision and Curriculum Development Annual Conference, NEA, St. Louis, Mo., March 17-21, 1957.
- 20 National Science Teachers Association National Convention, NEA, Cleveland, Ohio, March 20-23, 1957.
- 24 Department of Elementary School Principals, Annual Meeting, NEA, Cincinnati, Ohio, March 24-29, 1957.
- 29 National Council of Teachers of Mathematics Annual Meeting, NEA, Philadelphia, Pa., March 29-30, 1957.

APRIL

- 4 NEA Centennial Birthday Party, April 4, 1957.
- 7 Midwest Regional Drive-In Conference for School Administrators, Des Moines, Iowa, April 7-9, 1957.
- 10 American Association for Health, Physical Education and Recreation, Central District, NEA, St. Louis, April 10-13, 1957.
- 11 Missouri School Business Officials, Springfield, April 11-13, 1957.
- 23 19th Annual Convention, American Industrial Arts Association, NEA, Kansas City, Mo., April 23-26, 1957.

JUNE

- 30 National Education Association Centennial Convention, Philadelphia, June 30-July 6, 1957.

NOVEMBER

- 6 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 6-8, 1957.

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Forms 207 and 207S, exclusively published by Model, contain permanent records for grades 1 thru 12 and are both of the folder type. Form 207 is on heavy white bristol while form 207S is on heavy buff ledger stock, punched for ring or post binder.

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Why I Chose to Become a Teacher

BY HAZEL T. COLLINS

ONE of the first reasons which defined for me why I teach is probably presented most forcibly in John Oxenham's little poem:

"Oft as he jogs along the winding way
Occasion come for man so say—
This way or that? And as he chooses there
So shall his journey end in night or day."

Or, as Dr. Kerr of Houston, Texas stated in a lecture recently, "We live by the pluses of our lives. We get what we want plus what we don't want—and we live by the choices we make."

Why did I become a teacher? When did I make that decision? I am not sure. It seems I have always planned to become a teacher. Perhaps I was making that choice one hot, August day when a group of would-be freshmen were planning to give our new English teacher 'a run for her money.' Very few of her techniques in presenting verbs and pronouns do I recall, but I have an eternal love for beauty, poetry, art and music—all because I met one great teacher.

Another reason I teach is: I chose what I wanted. I wanted to teach. It did not matter where I taught—but it mattered much how I taught. It mattered little with whom I taught, but it mattered much with what view I taught. I wanted to teach, and I found that the ability to lead others involved preparation for the task.

To lead others in the processes of learning to recognize beauty, to endure suffering, to be of service, is a goal worth working long, long hours to attain.

To say why I teach involves, most of all, my belief that every successful person is in his or her profession because of the spark of divinity in every human soul. I believe men and women are called to be preachers, farmers, doctors, or teachers as the case may be.

I teach because I am working with human personality rather than things. I heard a man remark not long ago that he was leaving the profession in favor of mortuary science, because the dead could not talk back. I like to talk with people. I like to think that I may have a part in shaping the destinies of those entrusted to my care.

Another reason I have spent a quarter of a century as a classroom teacher: I got what I wanted—a rewarding profession. The rewards have not been monetary. I was teaching during the depression of the 30's for sixty dollars a month; but as I said, I sat under some great minds as my teachers. I've had many appreciative learners who have come back, called up, or have written to me from all corners of the earth to say, "Thank you for what you taught me." It has been my reward to know many understanding parents.

Most of all, those of us who associate daily with youth not only 'dig those crazy tunes,' but we are rewarded with the heart of eternal youth. We walk with the exuberance of hope, and the reality of joy. Youth knows no failure. There is always tomorrow.

Finally, I am a teacher because it involves responsibilities that challenge me to a higher and better life.

"To every man there openeth
A highway and a low—

And every man decideth
Which way his soul shall go.

The high soul climbs the
highway

The low soul gropes the low,
And in between on the misty flats

The rest drift to and fro—
But to every man there openeth

A highway and a low,
And every man decideth

Which way his soul shall go."

Therefore, I have found many

joys in teaching. I love children. I have gone into the field of special education because I want to be of

help to those handicapped and retarded children, who need love and guidance most.

Reciprocity in Teacher Certification

By J. W. Mullins, Superintendent of Schools, Portageville

IN this age of automation we are educating our boys and girls to take their places in communities all over the United States. Is it not peculiar that our public school teachers are restricted by their teaching certificates to teach only in individual states?

The demand for teacher services today is great in each of the forty-eight states. Most teacher training institutions are accredited by the American Association of Colleges and Universities, the North Central, The Southern Association, or some other accrediting agency. Evidently these institutions are adhering to the standards demanded by the accrediting associations.

Would it be practical to assume that any state department of education has the absolute basic requirement standards to appraise the college work of prospective teachers? Most educators agree that at least 60% of the effectiveness of teaching depends on the teacher's personality and natural ability. Our teacher training institutions have selected their instructors without reference to the state in which they received their professional training. We feel this is done to insure a broader vein of thinking for the future teachers of America.

Many of our teachers are com-

pelled to leave the state in which they are certified to teach due to the employment status of their spouse, a preference of climate, more attractive salary schedules, or some other legitimate reason. These teachers are not continuing their work in the classroom due to the deficiencies accumulated by the different certification standards in their adopted state.

Reciprocity in teacher certification can be brought about with the full cooperation of the National Education Association, The American Association of School Administrators, The State Teacher Associations, and through other groups sincerely interested in public education. Our delegates to the United Nations and our representative of the State Department are successfully attempting a program of international cooperation in such vital fields as atomic energy, world trade, medical progress, and world peace. Surely the educational leaders of our own United States can work most diligently toward standard teacher certification requirements that could best serve the needs made of the 48 state departments of education and the boys and girls of America.

We must broaden our scope in the teaching profession. There is a terrific danger connected with the teacher shortage. Reciprocity in teacher certification will not eliminate this shortage, but this practice will certainly create a more substantial inducement for the potential teachers of America. What a great honor it would be for teachers to be permitted to make this statement, "I am a certified teacher in the public schools of our Nation."



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FILM DEPARTMENT

Missouri State Teachers Association

Columbia, Missouri

Our Legislative Program

THREE major proposals will make up the legislative program the Missouri State Teachers Association will present to the Sixty-Ninth General Assembly of Missouri convening January 2. Here are the big areas of interest:

1. Full financing of the School Foundation Program.
2. Outstanding improvements in the Public School Retirement System.
3. Strengthen the continuing contract law.

Your elected representatives by action in the Kansas City Delegate Assembly, November 7, singled out these three proposals to receive the united and unceasing efforts of the entire profession.

Achievement of each of the three legislative goals will bolster and broaden the educational opportunities of children in this state. Too, these measures will strengthen the profession of teaching and help to elevate it toward a more desirable level.

The amount of state money that it will take to finance in full the School Foundation Program is now being determined by the State Department of Education. It has been necessary to wait for the latest information pertaining to local assessed valuation of property, average daily attendance and teacher qualifications for each school district before the department could make final calculations that would be as accurate as possible. Your MSTA will make the figure available in a legislative bulletin at the earliest possible moment, probably by the time you receive this issue.

Salaries for teachers is still one of the big unsolved problems in financing education.

Under the provisions of the Foundation Program at least 80% of the state appropriation must be used by the local school districts for

payment of teachers salaries. Teachers and administrators have a direct stake in the school appropriation.

Financing the Foundation Program will help in securing better qualified teachers, relieving overcrowded classrooms and improving instruction.

Provided state revenues continue to come in at the present level the Foundation Program will be financed at least at a level of 95%. Therefore, the amount of state money needed to finance the Foundation Program at the 100% level for the school years 1957-1959 should not be insurmountable.

Let us not be turned aside from our objective of full financing by those who say, "It was not anticipated the program would be financed in full."

When the voters in every county and the city of St. Louis approved this program they were voting for the entire program not a percentage of it.

Our state government does not attempt to create any other service and only partially finance it.

Neither should we be driven in the corner by the person who asks, "Where is the money coming from?"

Under our State Constitution the appropriation for public schools must be the second appropriation bill considered by the Legislature. Only the appropriation for the payment of the principal and interest of bonded debt comes before schools.

The state budget director says we will have an unobligated balance of 41 million in state funds in the treasury at the end of the fiscal year. Let the money come from here.

Through the improvement of the Public School Retirement law qualified teachers will be retained in Missouri and additional people with adequate qualifications attracted to teacher training programs. See page 10 of this issue for questions and answers on retirement.

Certainly our continuing contract law should be strengthened. It will mean a fair dismissal policy will be outlined for the benefit of school boards and teachers.

Interpret at once the need for these three measures to your representative and senator.



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Missouri State Teachers Association
Columbia, Missouri

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